
California English Language Development Test (CELDT)



2011–12 CELDT Information Guide

- Program Assistance for School District and School Staff
- Reporting Results

September 2011

Prepared by the
California Department of Education

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Introduction

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency. The legal basis for requiring English proficiency testing is that all students have the right to an equal and appropriate education, and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

The California English Language Development Test (CELDT) is California's designated test of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to students who have been identified previously as English learners.

The *2011–12 CELDT Information Guide* is designed to provide local educational agencies (LEAs) and schools with the information they need to: (1) prepare teachers to interpret and use their students' CELDT results; (2) understand the initial identification and reclassification processes; (3) communicate CELDT results to parents and guardians; and (4) provide information about assessing English learners with disabilities. This guide also provides information for personnel in LEAs responsible for reporting summary results to the media and the public.

Additional CELDT resources, along with contact information, are available through links provided on the California Department of Education (CDE) CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>. A listing of contact information by topic is available on the CDE CELDT and English Learners Contact Information Web page at <http://www.cde.ca.gov/ta/tg/el/celdtelcontactinfo.asp>.

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Section 1

Program Assistance for School District and School Staff

What's New in 2011–12

Program Overview

**CELDT Domains and Test
Components**

**Initial Identification of
English Learners**

**Decision Guide for
Placement of English Learners**

Guidelines for Reclassification

**Assessing Students
with Disabilities**

What's New in 2011–12

Combined CELDT Assistance Materials

In past years, information about reporting and using CELDT results has been divided into two assistance packets—one in the fall for understanding and using individual CELDT results and one in the spring for explaining and using summary results.

Those packets have been streamlined into this *2011–12 CELDT Information Guide*, which is posted at the beginning of each administration year.

Program Overview

State law (California *Education Code* [EC] sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency to: (1) newly enrolled students whose primary language is not English as an IA, and (2) students who are English learners as an AA. For California's public school students, this test is the CELDT.

The CELDT has three purposes:

- To identify students who are limited English proficient (LEP)
- To determine the level of English language proficiency of LEP students
- To assess the progress of LEP students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten through grade twelve (K–12) whose primary language is not English must take the CELDT as an IA to determine if they are English learners within 30 calendar days after they are first enrolled in a California public school. The CELDT also must be given as an AA to students identified as English learners annually until they are reclassified as fluent English proficient (RFEP).

Administering the CELDT

The testing windows for each administration year are July 1 through October (AA) and July 1 through June 30 (IA). The CELDT is an untimed test. For students in kindergarten and grade one (K–1), Listening, Reading, and Writing domains are administered individually, and the estimated time required is approximately 15 to 30 minutes per domain. For students in grades two through twelve (2–12), the Listening, Reading, and Writing domains are administered as a group and take about two hours to complete. The Speaking part of the test is administered individually to all students in K–12 and takes about 10 to 15 minutes for each student to complete. Only test examiners who are employees of the LEA, are proficient in English, and have received formal CELDT training may administer the test.

Receiving CELDT Results

Individual Student Performance Level Reports and electronic summary reports for all CELDT administrations are received approximately eight weeks after the completed tests are sent to the test contractor for scoring. CELDT results are confidential, and individual results are only shared with each student’s teacher(s) and parents or guardians.

Information about reporting results to parents and guardians is provided in Section 2 on pages 17–18, and information about the reporting of summary results on the Internet is provided in Section 2 on pages 27–28.

Using Initial and Annual Assessment Results

CELDT results are not used to measure academic achievement. The IA results are used to identify English learners who need to develop their skills in listening, speaking, reading, and writing in English. This information is used to assist LEAs and schools when making placement decisions for new students who are identified as English learners. The IA results also are used to identify students who are initial fluent English proficient (IFEP) and are able to participate in the regular academic program.

The AA results are used to see how well English learners are progressing toward English language proficiency. This information is used to assist LEAs and schools in the ongoing program monitoring and evaluation process. AA results also are one of four criteria used to determine if English learners are ready to be reclassified as RFEP, based on the reclassification process developed by the local school board in accordance with state law. The “Guidelines for Reclassification” can be found in Section 1 on pages 10–12.

Testing and Reporting Schedule for 2011–12

July 1, 2011	2011–12 CELDT IA and AA testing windows open.
September 2011	2011–12 <i>CELDT Information Guide</i> posted on the CDE CELDT Resources Web page at http://www.cde.ca.gov/ta/tg/el/resources.asp .
October 2011	2010–11 IA and combined (IA and AA) results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/ .
October 31, 2011	2011–12 CELDT AA testing window closes.
May 2012	2011–12 AA results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/ .
June 30, 2012	2011–12 CELDT IA testing window closes.
Fall 2012	2011–12 IA and combined (IA and AA) results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/ .

CELDT Domains and Test Components

The CELDT assesses public school students in K–12 in four domains: Listening, Speaking, Reading, and Writing. The CELDT is aligned to the English language development (ELD) standards adopted by the State Board of Education (SBE), which are available on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/>. The CELDT domains and test components are listed below.

Domain	Test Component K–1	Test Component Grades 2–12
Listening	<ul style="list-style-type: none"> ■ Following Oral Directions ■ Teacher Talk ■ Extended Listening Comprehension ■ Rhyming 	<ul style="list-style-type: none"> ■ Following Oral Directions ■ Teacher Talk ■ Extended Listening Comprehension ■ Rhyming (Grade 2 only)
Speaking	<ul style="list-style-type: none"> ■ Oral Vocabulary ■ Speech Functions ■ Choose and Give Reasons ■ 4-Picture Narrative 	<ul style="list-style-type: none"> ■ Oral Vocabulary ■ Speech Functions ■ Choose and Give Reasons ■ 4-Picture Narrative
Reading	<ul style="list-style-type: none"> ■ Word Analysis ■ Fluency and Vocabulary ■ Reading Comprehension 	<ul style="list-style-type: none"> ■ Word Analysis ■ Fluency and Vocabulary ■ Reading Comprehension
Writing	<ul style="list-style-type: none"> ■ Copying Letters and Words ■ Writing Words ■ Punctuation and Capitalization 	<ul style="list-style-type: none"> ■ Grammar and Structure ■ Writing Sentences ■ Writing Short Composition

Initial Identification of English Learners

Primary Language Determination

California *EC* Section 52164.1 requires LEAs to make a primary language determination for all students in K–12 upon first enrollment in a California public school. A student's primary language is identified in a home language survey, which is completed by the parents or guardians at the time the student is registered. Once determined, the primary language need not be re-determined unless the results are disputed by a parent or guardian.

A sample home language survey is available on the CDE English Learner Forms Web page at <http://www.cde.ca.gov/ta/cr/el/forms.asp>. The SBE approved the following guidelines for interpreting the sample survey.

If a language other than English* is indicated on:

- Any of the first three questions, student should be tested with the CELDT.
- The fourth question, student may be tested at the LEA's discretion.

Assessment of English Language Proficiency

Kindergarten and Grade One

Students in K–1 are considered to have met the CELDT criterion for English proficiency when:

- Overall performance level is Early Advanced or higher, and
- Domain scores for Listening and Speaking are at the Intermediate level or higher.

For K–1, if the above criterion is met, the domain scores for Reading and Writing are not required to be at the Intermediate level for an IFEP designation.

* American sign language, in and of itself, is not considered a "language other than English" for purposes of CELDT testing.

Grades Two through Twelve

Students in grades 2–12 are considered to have met the CELDT criterion for English proficiency when:

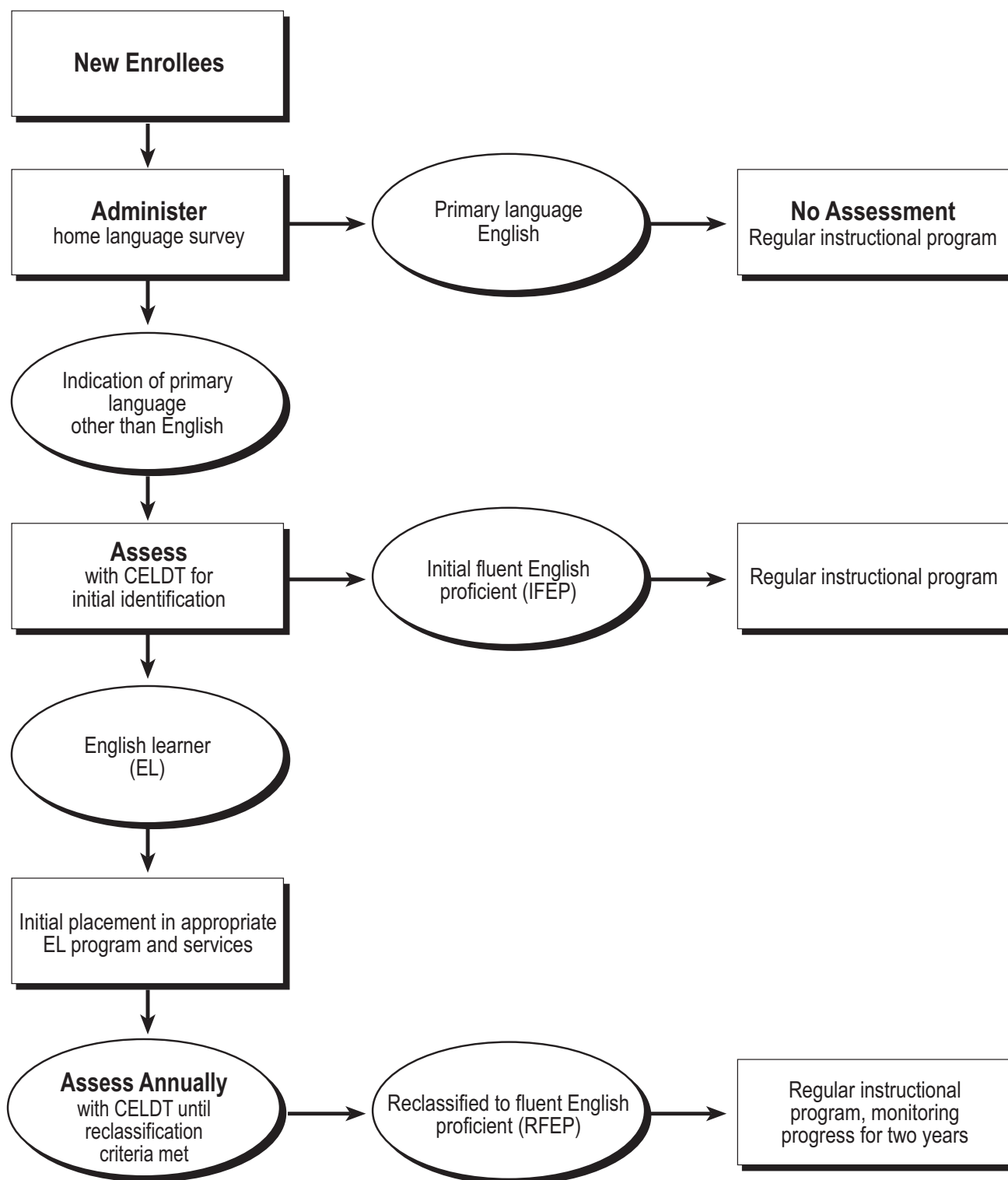
- Overall performance level is Early Advanced or higher, and
- Domain scores for Listening, Speaking, Reading, and Writing are at the Intermediate level or higher.

The above criterion for students in grades 2–12 should be met for an IFEP designation.

LEAs may refer to the Decision Guide for Placement of English Learners (found in Section 1 on page 9) when making decisions about initial identification and program placement of English learners.

Decision Guide for Placement of English Learners

(Education Code sections 313 and 60810[d])



Guidelines for Reclassification

Under current state law (*EC* Section 313[d]), identified students who are English learners must participate in the annual administration of the CELDT until they are reclassified as RFEP. The LEAs are to establish reclassification policy and procedures based on the four criteria below:

- Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the ELD test pursuant to *EC* Section 60810 (i.e., the CELDT);
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
- Parental opinion and consultation; and
- Student performance on a statewide assessment of basic skills in English.

Clarification for applying the four criteria to local reclassification decisions is provided in the guidelines approved by the SBE that follow.

Reclassification for Students with Disabilities

Students with disabilities are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, local individualized education program (IEP) teams may determine appropriate measures of English language proficiency and performance in basic skills, in accordance with local and SBE approved reclassification guidelines. Additional information about assessing students with disabilities is available in Section 1 on pages 13–15.

Assessment of English Language Proficiency

Utilize CELDT as the primary criterion. Consider for reclassification those students whose overall performance level is Early Advanced or higher and:

- Listening is Intermediate or higher,
- Speaking is Intermediate or higher,
- Reading is Intermediate or higher, and
- Writing is Intermediate or higher.

Those students whose overall performance level is in the upper end of the Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

Teacher Evaluation

- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

Parent Opinion and Consultation

- Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents or guardians.

Comparison of Performance in Basic Skills

- Definitions:
 1. "Performance in basic skills" means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English–Language Arts Standards Test (CST for ELA) and the California Modified Assessment for ELA (CMA for ELA).
 2. "Range of performance in basic skills" means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
 3. "Students of the same age" refers to students who are enrolled in the same grade as the student who is being considered for reclassification.
- Basic skills criteria:
 1. A student's score on the test of basic skills (e.g., the CST for ELA or the CMA for ELA) in the range from the beginning of the Basic level up to the midpoint of the Basic level suggests that the student may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. The LEAs may select a cut point in this range.
 2. Students with scores above the cut point selected by the LEA should be considered for reclassification.

3. For students scoring below the cut point, LEAs should attempt to determine whether factors other than English language proficiency are responsible for low performance on the test of basic skills (e.g., the CST for ELA or the CMA for ELA) and whether it is reasonable to reclassify the student.
4. For students in grade twelve, the grade eleven CST for ELA results may be used, if available.
5. For students in grade one, LEAs should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results.
6. The LEAs must monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the ESEA.

Assessing Students with Disabilities

Most students with disabilities are able to participate effectively in the CELDT. For those students whose disabilities preclude them from participating in one or more domains of the CELDT, the IEP team may recommend accommodations, modifications, or an alternate assessment. Since modifications and alternate assessments fundamentally alter what the test measures, students receive the lowest obtainable scale score (LOSS) on each domain affected and Overall.

Due to the unique nature of individual students' disabilities, the CDE does not make specific recommendations about which alternate assessment instruments to use. The appropriate alternate assessment must be identified annually in a student's IEP or Section 504 Plan, and the IEP team should include an ELD specialist whenever possible.

The guidelines for reviewing IEPs and Section 504 Plans in Section 1 on page 14, along with the Participation Criteria Checklist for Alternate Assessments in Section 1 on page 15 will assist LEAs in determining how to assess individual students.

Review of Individualized Education Programs or Section 504 Plans

Some students with disabilities may require test variations, accommodations, and/or modifications or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Accommodations, modifications, and/or alternate assessments must be specified annually in each student's IEP or Section 504 Plan. Before any test variation is used, the following activities should be considered when preparing or updating the IEP or Section 504 Plan.

1. Review state and federal regulations. These include the *California Code of Regulations*, Title 5, CELDT; Individuals with Disabilities Education Improvement Act (IDEA) of 2004; and Title III of the ESEA, which are available on the CDE Title III Web page at <http://www.cde.ca.gov/sp/el/t3/>.

2. Review “Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2009).” This matrix is available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

- Discuss (1) the use of variations and accommodations, which produces valid results because they do not alter what the test measures, and (2) the use of modifications or an alternate assessment, which produces results that are not valid because they alter what the test measures.

3. Review IEP or Section 504 Plan.

- Specify in the student's IEP or Section 504 Plan if the CELDT is specifically addressed and verify that student information is current.

4. Determine how the student will participate in the CELDT.

- Using the Participation Criteria Checklist for Alternate Assessments, determine if the student will require an alternate assessment(s) or can participate in the CELDT using test variations, accommodations, and/or modifications.
- Specify in the student's IEP or Section 504 Plan exactly how and for what domain(s) of the CELDT that test variations, accommodations, and/or modifications are to be implemented relative to the student's disability. If the student has an IEP, specify any alternate assessment(s) the student will use and identify which domain(s) of the CELDT the alternative assessment(s) are replacing. Note how the student's disability precludes the student from taking any or all sections of the CELDT.
- Review each domain of the CELDT a student has taken with modification(s) or for which an alternate assessment has been administered. If one or more domains of the CELDT have been taken with modifications or if an alternate assessment(s) has been administered, the overall score will not reflect the student's actual performance level in English, and the student will receive the lowest obtainable scale score on each affected domain and overall.

Note: Sample worksheets to assist LEAs and schools in planning for the administration of the CELDT to identified students with an IEP or 504 Plan and for the reporting of their results are available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

Participation Criteria Checklist for Alternate Assessments

To assist an IEP team in determining whether a student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “Disagree,” the team should consider administering the CELDT to the student with the use of any necessary test variations, accommodations, and/or modifications.

Circle “Agree” or “Disagree” for each item:

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot take the CELDT even with test variations, accommodations, and/or modifications.
Agree	Disagree	The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.
Agree	Disagree	The decision to participate in an alternate assessment is not based on excessive or extended absences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in an alternate assessment is not based primarily on a specific categorical program.
Agree	Disagree	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

Section 2

Reporting Results

Reporting and Using
Individual Results

Overall Test
Performance Descriptors

Guide to the 2011–12 Student
Performance Level Report

Sample Student
Performance Level Reports

Internet Posting of
2011–12 Summary Results

Instructions for Importing Data

Reporting and Using Individual Results

State regulations require LEAs to provide individual CELDT results to parents or guardians within 30 calendar days after they are received by the LEA. Only authorized LEA personnel, the student, and parents or guardians may see the CELDT results of individual students.

Section 3302 of Title III of the ESEA requires LEAs receiving Title III funds to inform parents or guardians of: (1) the reasons for the student's identification as an English learner based on the CELDT results, and (2) the need for placement in an English language instructional support program. This notification is to occur no later than 30 days after the beginning of the school year or within 2 weeks of the student's placement in the specified program after the beginning of the school year. Parents or guardians of English learners with an IEP also must be notified how the recommended placement will help their children meet the objectives of the IEP.

Sample parent/guardian notification letters are provided on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp> and are translated into several languages. An informational parent/guardian brochure also is available for printing and distribution on the same Web page.

Student Performance Level Reports

The results for individual students are provided in the CELDT Student Performance Level Report. This report shows the level of performance students have attained in each domain as they progress toward English language proficiency. There are five levels of performance: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The 2011–12 CELDT report for each student provides the following information:

- An overall performance level and scale score that is an average of all domains tested
- A scale score and a performance level for each domain tested (Listening, Speaking, Reading, and Writing)
- A comprehension score that is an average of the scale scores for Listening and Reading

Scale score ranges for each of the five performance levels are identified for Listening, Speaking, Reading, and Writing for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The scale score ranges for identifying a student's performance level for each domain tested and the overall performance level, with the weighting percentages used to calculate the ranges, are available in the Resources section on pages 36–38. Overall test performance descriptors for K–12 can be found in Section 2 on pages 19–21.

Interpreting Results

Test Results Interpretation Guides (TRIGS) are provided in English and other languages to assist LEAs with communicating results to parents and guardians and are available on the CELDT Web site at <http://www.celdt.org/resources/im/> (Outside Source). The TRIGS include a sample *Student Performance Level Report*, information about how to interpret the report, and overall test performance descriptors.

Overall Test Performance Descriptors

Kindergarten and Grade One

Advanced

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade-appropriate discourse. Errors are infrequent and do not reduce communication.

Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.

Intermediate

Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. Errors still complicate communication.

Early Intermediate

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral production is usually limited to phrases and memorized statements and questions. Written production is limited to letters and high-frequency, one-syllable words. Frequent errors still reduce communication.

Beginning

Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral production is usually limited to disconnected words and memorized statements and questions. Written production is incomprehensible or limited to common letters. Frequent errors make communication difficult.

Grades Two Through Twelve**Advanced**

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.

Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Intermediate

Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Intermediate

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Beginning

Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Guide to the 2011–12 Student Performance Level Report

The Student Performance Level Report for 2011–12 provides results of the CELDT for individual students. Information on the report is described below.

Student Information

General identifying information about the student is printed on the left side of the report. This includes the student's name, grade level, date of testing, birth date, primary language, student identification numbers, and the school and school district in which the test was taken.

Student Performance Level Report	
TEXAS, LAREDO	
Grade: 7	
INITIAL ASSESSMENT	
Test Date: 11/11/2011	
Birthdate: 11/11/1999	
Primary Lang: Filipino	
SSID: 8888888888	
Local Student ID: 2222222222	
CDS: 88-88888-9900005	
School: AMBER JUNIOR HIGH	
District: STATE UNIFIED	

Purpose of Assessment

The left side of the report also indicates whether the test was given for an initial assessment (IA) or for the annual assessment (AA). This area of the report also may indicate that the student took the test outside of the AA window or that it is not known whether the student previously took the IA or AA. The IA means that the test was given to a new student whose home language survey indicates that the primary home language is not English. This questionnaire is completed and submitted to the school by the parents and guardians upon enrolling their child in a California public school for the first time. The IA results are used to help identify students as English learners who need to develop their listening, speaking, reading, and writing skills in English. The AA is given to students who already have been identified as English learners to see how well they are developing their listening, speaking, reading, and writing skills in English. The AA results are used, along with other information, to help monitor each student's progress toward English language proficiency.

Performance Levels

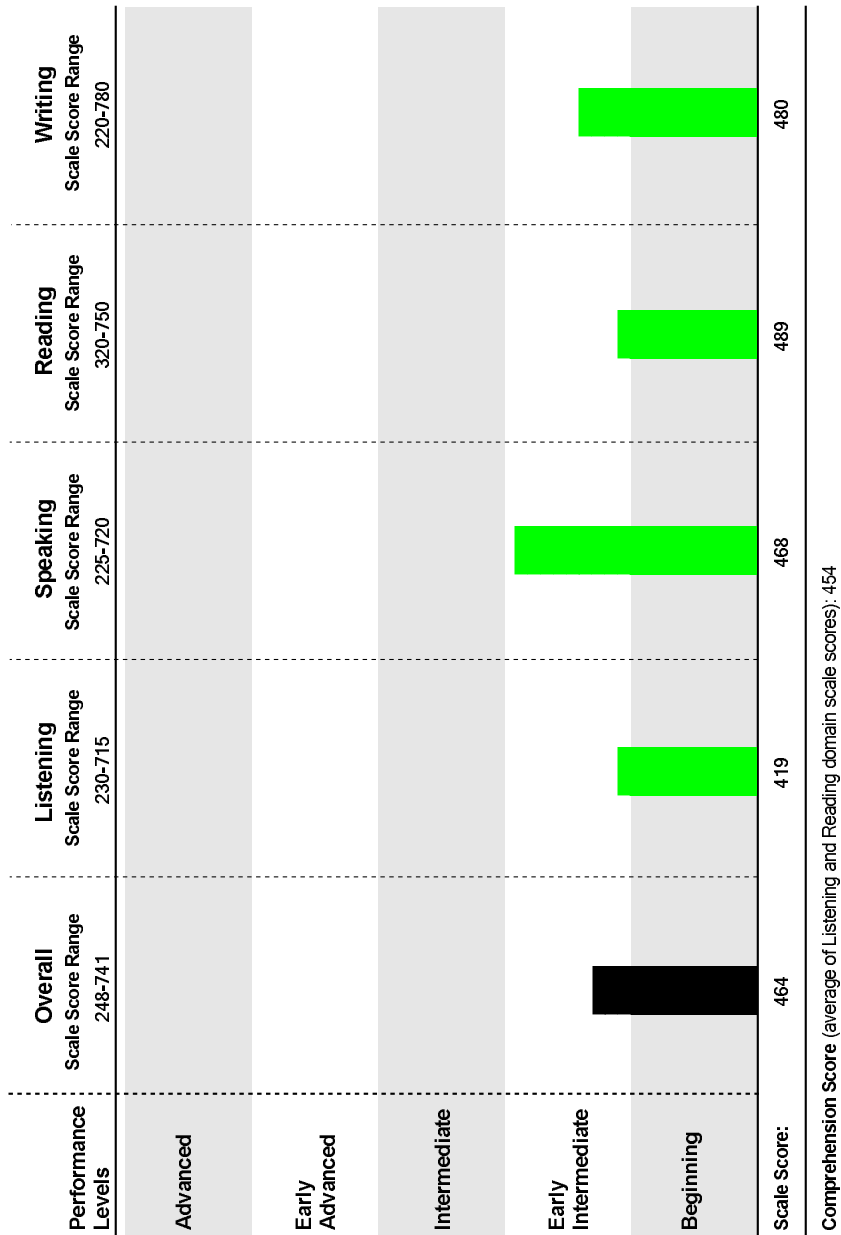
The five performance levels for measuring a student's proficiency in English, based on the CELDT scores, are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Performance Levels
Advanced
Early Advanced
Intermediate
Early Intermediate
Beginning

Sample Student Performance Level Reports

Sample 1 (Front) — Initial Assessment

California English Language Development Test (CELDT) 2011–12 Edition



How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For Kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education Web page at <http://www.cde.ca.gov/ta/tg/eli>.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

FOR THE PARENT/GUARDIAN OF:
TEXAS, LAREDO
12 Jughead Loop
AnyCity, CA 90920

Student Performance Level Report

TEXAS, LAREDO

Grade: 7

INITIAL ASSESSMENT

Test Date: 11/11/2011

Birthdate: 11/11/1999

Primary Lang: Filipino

SSID: 888888888

Local Student ID: 2222222222

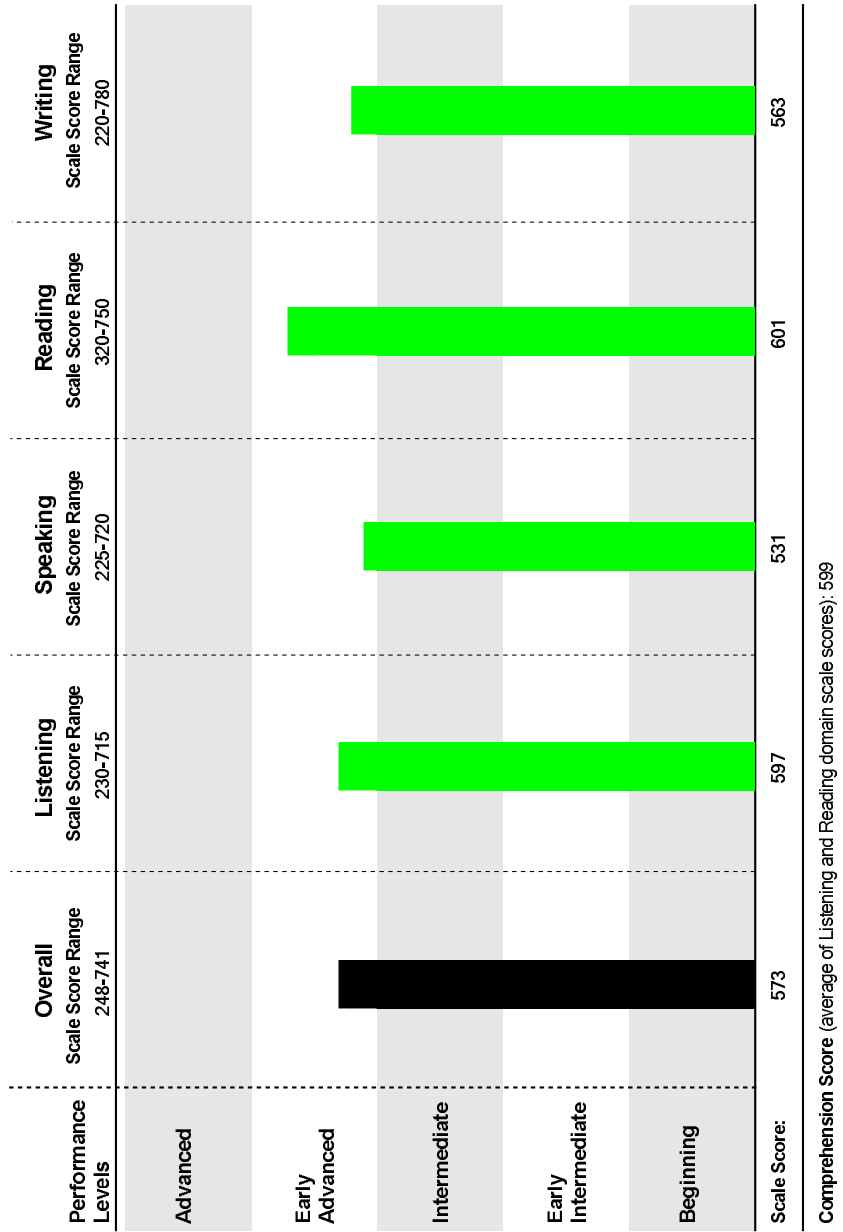
CDS: 88-88888-9900005

School: AMBER JUNIOR HIGH

District: STATE UNIFIED

Sample 2 (Front) — Annual Assessment

California English Language Development Test (CELDT) 2011–12 Edition



How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education Web page at <http://www.cde.ca.gov/ta/tg/iel>.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

FOR THE PARENT/GUARDIAN OF:
KENTUCKY, RADCLIFF
76 Johnny Quest Circle
AnyCity, CA 90919

Student Performance Level Report

KENTUCKY, RADCLIFF

Grade: 7

ANNUAL ASSESSMENT

Test Date: 10/10/2011

Birthdate: 11/11/1999

Primary Lang: Korean

SSID: 9999999999

Local Student ID: 1111111111

ODS: 88-88888-9900005

School: AMBER JUNIOR HIGH

District: STATE UNIFIED

Samples 1 and 2 (Back) — Initial and Annual Assessments

Grades 6-8 Overall Performance Levels

California English Language Development Test Performance Descriptors

	Listening	Speaking	Reading	Writing
Advanced Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instructions in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent story based on a picture sequence, using complete and complex sentences.	Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features; infer meaning by synthesizing information; and identify various categories of informational materials.	Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly; they write a complete sentence that is appropriate to the topic in response to a picture prompt. The sentence has few or no mechanical errors. They write a composition that is well organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words. The composition may contain minimal errors.
Early Advanced Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension; they understand and follow most complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.	Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.	Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions; and write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics. They write a composition that contains relevant details and a logical sequence of events or ideas. The sentences may contain few errors in grammar and mechanics.
Intermediate Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.	Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension; they understand and follow some complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.	Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and meaning of a word in a given context; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.	Students who perform at this level on the CELDT typically use verb tenses correctly; use idiomatic qualifiers; use mechanics and basic grammar correctly, and write a complete sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitional words.
Early Intermediate Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow simple multi-step oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication; they tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.	Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words; begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.	Students who perform at this level on the CELDT typically use articles and pronouns correctly; use capitalization and punctuation correctly; and write at least one complete sentence in response to a prompt. The sentence may contain correct word order, but may include errors that obscure meaning.
Beginning Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension; they understand and follow a few simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use simple vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may recognize some sound/symbol correspondences; match commonly used nouns to pictures; and recall minimal details from a simple story.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation; they attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Internet Posting of 2011–12 Summary Results

The 2011–12 AA summary results for schools, LEAs, and the state will be posted in May 2012 on the CDE DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>. Combined IA and AA summary results for the 2011–12 school year will be posted in November 2012.

Internet reports for the 2011–12 AA summary results provide the following information by grade level for all students as well as identified subgroup populations:

- Number and percentage of students scoring at each overall performance level
- Mean scale scores for all domains assessed
- Number and percentage of students meeting the CELDT criterion for English language proficiency

Internet Summary Reports

The Internet summary reports:

- Allow searching for results by school name, school district, county, and the state through the CDE CELDT Results Web site at <http://celdt.cde.ca.gov/>.
- Display AA aggregate results for the state, LEAs, and schools.
- Report scores for groups of four or more students by overall performance level.

Understanding and Using Summary Results

CELDT summary results provide an ongoing measure of how well English learners are acquiring English and may be used for program planning and evaluations. The AA summary results also are used by the CDE to determine whether LEAs receiving Title III funds are meeting their annual measurable achievement objectives (AMAOs). More information about Title III Accountability and AMAO requirements are available on the CDE Title III Web page at <http://www.cde.ca.gov/sp/el/t3/>.

Instructions for Importing Data

How to Import Comma-delimited Files into the Microsoft Access Data Shell

The Microsoft (MS) Access Data Shell is provided as a courtesy by the CDE. It is formatted so that the comma-delimited research files may be imported easily into the database using the following instructions:

1. Go to the CDE CELDT Research Files Web page at <http://celdt.cde.ca.gov/datafiles.asp>.
2. Download the MS Access Data Shell. (**Note:** The shell is to be used with Access 2000 or higher.)
3. Download the comma-delimited files.
4. Extract the MS Access Data Shell to a folder (e.g., "c:\research\"). You should now have a file named "2011_2012_CELDT_Data_Shell.mdb."
5. Extract the comma-delimited file(s) you downloaded to a folder (e.g., "c:\research\").
6. Open the MS Access Data Shell ("2011_2012_CELDT_Data_Shell.mdb") using Access 2000 or higher version.
7. Import the comma-delimited file as follows:
 - a. From the drop-down menu, select "File."
 - b. Select "Get External Data and Import."
 - c. Select the comma-delimited file you want to import. (**Note:** The comma-delimited file will have a "TXT" file extension.)
 - d. Select "Import."
 - e. Select "Delimited" as the file type and select "Next."
 - f. Select "Comma" as the delimiter and double quotes (") as the text qualifier. Select the box indicating the "First Row Contains Field Names" and select "Next."
 - g. To store your data, select "in an existing table." Choose "Research_Data_2011_2012" from the drop-down menu and select "Next."
 - h. Select "Finish."
8. It is recommended that you compact your database at this time. From the Tools menu, select "Database Utilities," and then select "Compact and Repair Database."

Note: The MS Access Data Shell and instructions for its use are provided as a courtesy by the CDE. Technical questions should be directed to LEA staff.

Resources

Glossary of Terms and
Acronyms

Scale Score Ranges for
2011–12 Results

Internet Resources

Glossary of Terms and Acronyms

Annual Assessment (AA)	The California English Language Development Test (CELDT) is given once each year to English learners as an annual assessment (also referred to as AA) of their progress toward English language proficiency.
Annual Assessment Window	A designated time period each year during which schools must administer the CELDT to all students who were identified as English learners during the previous academic year. The AA window runs from July 1 to October 31 each year.
Annual Measurable Achievement Objectives (AMAOs)	Title III of the Elementary and Secondary Education Act (ESEA) sets AMAOs or targets that local educational agencies (LEAs) receiving Title III funds must meet, which in part are based on CELDT results. Reports and information about Title III Accountability are available on the California Department of Education (CDE) Title III Accountability Web page at http://www.cde.ca.gov/ta/ac/t3/ .
California English Language Development Test (CELDT)	The CELDT measures limited English proficient students' achievement of California English Language Development (ELD) Standards in kindergarten through grade twelve (K–12). Three purposes for the CELDT are specified in state law, including: (1) identifying students as limited English proficient, (2) determining the level of English language proficiency for students who are limited English proficient, and (3) assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.
CELDT Blueprints	The CELDT blueprints outline the specific ELD standards tested and the number of questions included within each domain on the CELDT for each grade from K–12.
CELDT Common Scale	The common scale for the CELDT allows for the year-to-year comparisons of a student's scale scores on each domain (Listening, Speaking, Reading, and Writing). A student's scale score on the common scale can be compared from grade level to adjacent grade level regardless of grade span.

CELDT Criterion for English Language Proficiency	For grades two through twelve (2–12), the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (Listening, Speaking, Reading, and Writing) at Intermediate or higher. For kindergarten and grade one (K–1), the CELDT criterion is an overall score of Early Advanced or higher and scores for the listening and speaking domains at Intermediate or higher. The reading and writing domain scores are not considered for K–1.
Composite Score	A composite score is the average of two or more other scores. For example, the comprehension score is the average of the listening and reading scale scores.
Data Review Module (DRM)	The DRM is a Web-based application available to LEAs for a three-week period after the close of the AA window. Designated CELDT district coordinators are granted secure access to the Student Score File to make corrections to student demographic data to ensure accuracy for reporting purposes.
Domains	Domains are the areas of listening, speaking, reading, and writing assessed by the CELDT. The ESEA also requires that comprehension be assessed, which is calculated as the average of the listening and reading scale scores.
English Language Development (ELD) Standards	The ELD standards, adopted by the State Board of Education (SBE) in 1999, define what English learners in California’s public schools must know and be able to do as they progress toward full fluency in English. Links to the ELD standards are available in both English and Spanish on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/ .
English Learner	An English learner is a student in K–12 who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. State and federal law require that LEAs administer a state test of English language proficiency to newly enrolled students whose primary language is not English and to English learners as an AA. Since 2001, this test for California’s public school students has been the CELDT.

Home Language Survey (HLS)	In accordance with California <i>Education Code (EC)</i> Section 52164.1, LEAs are required to have a HLS form completed by the student's parent or guardian at the time of first enrollment in a California public school, indicating the language used in the home. A sample is available on the CDE English Learner Forms Web page at http://www.cde.ca.gov/ta/cr/el/forms.asp .
Individualized Education Plan (IEP)	An IEP is a written plan that is designed by a LEA team to meet the unique educational needs of a student with disabilities, as defined by federal regulations. The IEP must be tailored to the individual student's needs as identified by the evaluation process and should describe how the student learns, how the student best demonstrates what is learned, and what teachers and service providers must do to help the student learn more effectively.
Individuals with Disabilities Education Act (IDEA)	IDEA is a federal law to ensure that appropriate services are provided to students with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children and youth with disabilities.
Initial Assessment (IA)	As an IA of English language fluency, the CELDT is first given to students, whose primary language is not English, within 30 days of enrollment.
Initial Fluent English Proficient (IFEP)	Students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who met the LEA criterion for English language proficiency are identified as IFEP.
Limited English Proficient (LEP)	LEP is a federal designation of an individual who does not speak English as the primary language and who is not proficient in speaking, listening, reading, or writing in English.
Local Educational Agency (LEA)	An LEA is a government agency which supervises local public primary and secondary schools in the delivery of instructional and educational services. LEAs include school districts, county offices of education, special state schools, and independent public charter schools.
Lowest Obtainable Scale Score (LOSS)	The LOSS is the lowest score in a range of potential scores for a grade level and subject area. Scale scores can be compared from year to year within a given grade level and subject. Scale scores are not comparable across subjects and cannot be averaged across different grade levels.

Performance Levels	Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular English-proficient level. In accordance with ELD standards, student CELDT scores are identified as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced.
Performance Level Cut Scores	The SBE has established performance level cut scores for all four domains (Listening, Speaking, Reading, and Writing) and overall performance on the CELDT.
Performance Level Summary Report	A score report provided to LEAs that summarizes the total number of assessments scored and the percentage of students who tested within each performance level by school and grade level within each LEA.
Primary Language	The language identified (at the local level) to be the student's primary language based on information provided in the HLS upon his or her first enrollment in a California public school. This identification is done only once during the course of the student's academic career and is used to identify whether he or she is to be assessed with the CELDT.
Raw Scores	A CELDT raw score is the number of test questions answered correctly. Raw scores should not be used to compare results from grade to grade or year to year.
Reclassification	Reclassification is the local process used by LEAs to determine if a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. <i>EC</i> Section 313(d) specifies the four criteria that must be used when making reclassification decisions locally.
Reclassified Fluent English Proficient (RFEP)	<p>Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for English language proficiency are determined to be RFEP.</p> <p><i>EC</i> Section 313(d) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:</p> <ul style="list-style-type: none"> ■ Assessment of English language proficiency, which in California is the CELDT.

- Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average, or other measure that LEAs use to determine students' academic performance.
- Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.
- Comparison of performance in basic skills, against an empirically established range of performance in basic skills (e.g., the California English-Language Arts Standards Test [CST for ELA] and the California Modified Assessment for ELA [CMA for ELA]).

Released Test Questions (RTQs)

RTQs are a series of retired test items by grade span that site and district coordinators, teachers, and support staff who work with English learners may use as practice questions to help prepare their students for the types of questions that may be encountered on the CELDT. They also may be used as a resource for parents whose children have taken the CELDT. RTQs cover the four domains assessed by the CELDT: Listening, Speaking, Reading, and Writing.

Research Files

Electronic reports available to LEAs at the completion of the DRM each spring. Both AA and IA reports are accessed through DataQuest on the CDE Web site.

Scale Score

Scale scores are derived from the number or percentage of questions that students must answer to score at each performance level and are used to equate tests from one administration to the next. Higher scale scores indicate higher levels of performance, while lower scale scores indicate lower levels of performance.

State Board of Education (SBE)

The SBE is a state educational agency that sets education policy for K–12 in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight (K–8), adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the *EC*.

**Student Performance
Level Report**

The Student Performance Level Report provides results of the CELDT for individual students. The report includes student identifier information, purpose of the assessment (IA or AA), performance levels for each domain, overall performance, and the comprehension score based on the average of the listening and reading scale scores.

Student Score File

The Student Score File is an electronic data file containing CELDT scores for students tested during the previous and current years' AA window. The LEAs have the opportunity to review and update student demographic data during the annual DRM prior to public posting of AA results.

**Test Performance
Descriptors**

Test performance descriptors that are based on the ELD standards characterize what students at each performance level know and can demonstrate in English.

**Title III of the Elementary
and Secondary Education
Act (ESEA)**

Title III of the ESEA requires states to administer a test to newly enrolled students whose primary language is not English to determine their level of English language fluency. In California, the CELDT serves this purpose. Students identified through the IA as ELs must be given the CELDT annually until they are RFEP. Title III also sets AMAOs or targets that LEAs receiving Title III funds must meet, which in part are based on CELDT results.

Scale Score Ranges for 2011–12 Results

Raw scores (the number of test questions answered correctly) should not be used to compare results from grade to grade or year to year. For the CELDT, scale scores are derived from raw scores. Scale scores permit the direct comparison of test results from one administration of the CELDT to another, unless there have been changes in the scoring ranges. A cut point is the scale score needed to reach a specified performance level.

A common scale was developed and approved for the CELDT in 2006–07, making it possible to compare results from grade to grade. The 2011–12 results should not be compared with any CELDT results prior to 2006–07. CELDT results from past years are available on the CDE DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

The scale score for determining the overall performance level for individual and group results in grades 2–12 is calculated by weighting the domain scale scores as follows: 25 percent for Listening, 25 percent for Speaking, 25 percent for Reading, and 25 percent for Writing. The comprehension score for all levels is an average of scores for Listening and Reading. The overall performance score for K–1 is calculated with the following weights: 45 percent for Listening, 45 percent for Speaking, 5 percent for Reading, and 5 percent for Writing.

Performance Level Scale Score Ranges

Grade K	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 361	140 – 352	220 – 281	220 – 340	220 – 321	184 – 351
Early Intermediate	362 – 408	353 – 404	282 – 318	341 – 370	322 – 363	352 – 399
Intermediate	409 – 454	405 – 456	319 – 376	371 – 397	364 – 415	400 – 448
Early Advanced	455 – 501	457 – 508	377 – 445	398 – 426	416 – 473	449 – 497
Advanced	502 – 570	509 – 630	446 – 570	427 – 600	474 – 570	498 – 598
Grade 1	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 361	140 – 352	220 – 359	220 – 392	220 – 360	184 – 358
Early Intermediate	362 – 408	353 – 404	360 – 397	393 – 408	361 – 402	359 – 405
Intermediate	409 – 454	405 – 456	398 – 445	409 – 434	403 – 449	406 – 453
Early Advanced	455 – 501	457 – 508	446 – 569	435 – 474	450 – 535	454 – 506
Advanced	502 – 570	509 – 630	570 – 570	475 – 600	536 – 570	507 – 598
Grade 2	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 374	140 – 369	280 – 420	220 – 422	250 – 397	215 – 396
Early Intermediate	375 – 425	370 – 419	421 – 472	423 – 468	398 – 448	397 – 446
Intermediate	426 – 475	420 – 469	473 – 523	469 – 513	449 – 499	447 – 495
Early Advanced	476 – 526	470 – 519	524 – 553	514 – 559	500 – 539	496 – 539
Advanced	527 – 570	520 – 630	554 – 650	560 – 690	540 – 610	540 – 635

Grade 3	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 388	200 – 387	280 – 447	220 – 436	250 – 417	230 – 414
Early Intermediate	389 – 442	388 – 435	448 – 481	437 – 478	418 – 461	415 – 459
Intermediate	443 – 497	436 – 481	482 – 541	479 – 536	462 – 519	460 – 513
Early Advanced	498 – 551	482 – 531	542 – 576	537 – 569	520 – 563	514 – 556
Advanced	552 – 640	532 – 720	577 – 700	570 – 740	564 – 670	557 – 700

Grade 4	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 401	200 – 404	280 – 473	220 – 450	250 – 437	230 – 432
Early Intermediate	402 – 460	405 – 450	474 – 490	451 – 488	438 – 475	433 – 472
Intermediate	461 – 518	451 – 496	491 – 559	489 – 549	476 – 538	473 – 530
Early Advanced	519 – 577	497 – 542	560 – 599	550 – 579	539 – 588	531 – 574
Advanced	578 – 640	543 – 720	600 – 700	580 – 740	589 – 670	575 – 700

Grade 5	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 410	200 – 410	280 – 477	220 – 454	250 – 443	230 – 437
Early Intermediate	411 – 472	411 – 458	478 – 503	455 – 496	444 – 487	438 – 482
Intermediate	473 – 536	459 – 506	504 – 563	497 – 550	488 – 549	483 – 538
Early Advanced	537 – 600	507 – 555	564 – 603	551 – 586	550 – 601	539 – 586
Advanced	601 – 640	556 – 720	604 – 700	587 – 740	602 – 670	587 – 700

Grade 6	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 412	225 – 416	320 – 480	220 – 457	275 – 446	248 – 441
Early Intermediate	413 – 483	417 – 466	481 – 515	458 – 501	447 – 499	442 – 491
Intermediate	484 – 569	467 – 517	516 – 567	502 – 552	500 – 568	492 – 551
Early Advanced	570 – 637	518 – 567	568 – 608	553 – 592	569 – 622	552 – 601
Advanced	638 – 715	568 – 720	609 – 750	593 – 780	623 – 732	602 – 741

Grade 7	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 417	225 – 422	320 – 484	220 – 461	275 – 450	248 – 446
Early Intermediate	418 – 494	423 – 475	485 – 528	462 – 507	451 – 511	447 – 501
Intermediate	495 – 571	476 – 527	529 – 571	508 – 553	512 – 571	502 – 555
Early Advanced	572 – 648	528 – 580	572 – 612	554 – 599	572 – 630	556 – 609
Advanced	649 – 715	581 – 720	613 – 750	600 – 780	631 – 732	610 – 741

Grade 8	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 426	225 – 422	320 – 496	220 – 464	275 – 461	248 – 452
Early Intermediate	427 – 507	423 – 479	497 – 542	465 – 510	462 – 524	453 – 509
Intermediate	508 – 594	480 – 538	543 – 587	511 – 556	525 – 590	510 – 568
Early Advanced	595 – 669	539 – 594	588 – 626	557 – 601	591 – 647	569 – 622
Advanced	670 – 715	595 – 720	627 – 750	602 – 780	648 – 732	623 – 741

Grade 9	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 435	235 – 422	320 – 508	220 – 466	275 – 471	251 – 457
Early Intermediate	436 – 518	423 – 484	509 – 556	467 – 513	472 – 537	458 – 517
Intermediate	519 – 605	485 – 546	557 – 604	514 – 559	538 – 604	518 – 578
Early Advanced	606 – 690	547 – 609	605 – 647	560 – 605	605 – 668	579 – 637
Advanced	691 – 725	610 – 740	648 – 770	606 – 810	669 – 747	638 – 761

Grade 10

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 11

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 12

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Internet Resources

California English Language Development Test (CELDT)

Program notes, administrative documents, frequently asked questions,
Spanish translations

<http://www.cde.ca.gov/ta/tg/el/>

CELDT Resources

CELDT glossary, assistance packets, communication materials, released
test questions, CELDT blueprints, planning for students with disabilities

<http://www.cde.ca.gov/ta/tg/el/resources.asp>

**DataQuest: CELDT Initial and Annual Assessment
Summary Results and CELDT Criterion Reports**

<http://dq.cde.ca.gov/dataquest/>

Educational Data Systems: CELDT Contractor

Test results interpretation materials, data file layouts, test materials ordering,
training workshops

<http://www.celdt.org/> (Outside Source)

English Language Development Content Standards

<http://www.cde.ca.gov/be/st/ss/>

English Learners – Specialized Programs

<http://www.cde.ca.gov/sp/el/>

Special Education – Specialized Programs

<http://www.cde.ca.gov/sp/se/>

Title III Accountability — Elementary and Secondary Education Act (ESEA)**Accountability and Annual Measurable Achievement Objective (AMAO)
Requirements Under the Federal Title III of the ESEA**

<http://www.cde.ca.gov/sp/el/t3/>

Federal Title III Requirements

<http://www.ed.gov/about/offices/list/oese/legislation.html> (Outside Source)

Reports and Information About Title III Accountability

<http://www.cde.ca.gov/ta/ac/t3/>